

# PAULINE—GLENN SPRINGS ELEMENTARY

P.O. Box 95

Pauline, South Carolina 29374

**GRADES** K-5 Elementary School

**ENROLLMENT** 419 Students

**PRINCIPAL** James F. Sloan 864-583-1868

**SUPERINTENDENT** Dr. Darryl Owings 864-576-4212

**BOARD CHAIR** Mr. Lynn Harris 864-576-4212

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
31	31	2	0	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

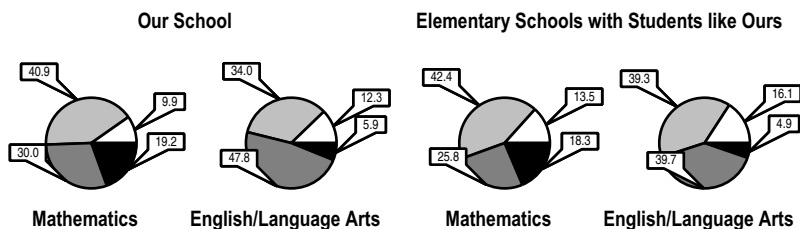
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**





**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**



**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	31	73	61
Percent satisfied with learning environment	100.0%	95.9%	98.3%
Percent satisfied with social and physical environment	100.0%	95.8%	85.2%
Percent satisfied with home-school relations	100.0%	86.3%	98.4%



PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	216	100.0	12.3	34.0	47.8	5.9	53.7	17.6
Gender								
Male	110	100.0	17.0	39.0	41.0	3.0	44.0	17.6
Female	106	100.0	7.8	29.1	54.4	8.7	63.1	17.6
Racial/Ethnic Group								
White	201	100.0	10.6	35.4	48.7	5.3	54.0	17.6
African-American	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	172	100.0	8.5	31.1	53.0	7.3	60.4	17.6
Disabled	44	100.0	28.2	46.2	25.6	N/A	25.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	216	100.0	12.3	34.0	47.8	5.9	53.7	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	215	100.0	11.9	34.2	48.0	5.9	54.0	17.6
Socio-Economic Status								
Subsidized meals	57	100.0	28.3	45.7	26.1	N/A	26.1	17.6
Full-pay meals	158	100.0	7.6	30.6	54.1	7.6	61.8	17.6

Mathematics								
All students	216	100.0	9.9	40.9	30.0	19.2	49.3	15.5
Gender								
Male	110	100.0	10.0	46.0	24.0	20.0	44.0	15.5
Female	106	100.0	9.7	35.9	35.9	18.4	54.4	15.5
Racial/Ethnic Group								
White	201	100.0	9.0	41.3	30.2	19.6	49.7	15.5
African-American	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	172	100.0	6.1	38.4	34.1	21.3	55.5	15.5
Disabled	44	100.0	25.6	51.3	12.8	10.3	23.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	216	100.0	9.9	40.9	30.0	19.2	49.3	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	215	100.0	9.4	41.1	30.2	19.3	49.5	15.5
Socio-Economic Status								
Subsidized meals	57	100.0	19.6	63.0	8.7	8.7	17.4	15.5
Full-pay meals	158	100.0	7.0	34.4	36.3	22.3	58.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	64	N/A	4.7	29.7	54.7	10.9	65.6
	Grade 4	73	N/A	2.8	34.7	54.2	8.3	62.5
	Grade 5	66	N/A	1.5	58.5	33.8	6.2	40.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	77	100.0	13.7	27.4	53.4	5.5	58.9
	Grade 4	65	100.0	11.7	30.0	51.7	6.7	58.3
	Grade 5	74	100.0	11.4	44.3	38.6	5.7	44.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	64	N/A	9.4	29.7	34.4	26.6	60.9
	Grade 4	73	N/A	4.2	40.3	26.4	29.2	55.6
	Grade 5	66	N/A	6.2	33.8	32.3	27.7	60.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	77	100.0	6.8	41.1	23.3	28.8	52.1
	Grade 4	65	100.0	16.7	46.7	28.3	8.3	36.7
	Grade 5	74	100.0	7.1	35.7	38.6	18.6	57.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A



SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 419)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.2%	Up from 1.0%	1.8%	2.4%
Attendance rate	93.3%	Up from 92.5%	96.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	24.9%	Down from 28.2%	24.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.0%	Up from 7.9%	6.9%	8.0%
Older than usual for grade	0.5%	Up from 0.2%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	72.4%	Up from 69.0%	53.7%	50.0%
Continuing contract teachers	100.0%	Up from 96.6%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	95.9%	Up from 95.3%	88.4%	86.2%
Teacher attendance rate	96.0%	Up from 95.8%	96.0%	95.3%
Average teacher salary	\$46,901	Up 1.1%	\$41,649	\$39,909
Prof. development days/teacher	8.7 days	Up from 7.3 days	10.2 days	11.4 days

School				
Principal's years at school	18.0	Up from 16.0	4.5	4.0
Student-teacher ratio	19.8 to 1	Up from 19.3 to 1	20.3 to 1	18.9 to 1
Prime instructional time	88.8%	Up from 88.0%	91.0%	89.7%
Dollars spent per pupil*	\$5,840	Up 6.8%	\$5,348	\$5,892
Percent spent on teacher salaries*	71.7%	Down from 72.0%	68.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.6%	Down from 99.8%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample



**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Our motto at Pauline-Glenn Springs Elementary, "Where Dreams Begin," sets the tone of high expectations for student achievement. It is also reflective of a warm and nurturing environment where all children have the opportunity to achieve success.

The PGS Student Council provides our students with a voice in the decision-making process of the school. The council participated in service projects supporting the Spartanburg Children's Shelter and Greater Spartanburg Ministries. This provides opportunities for students to learn early the importance of giving something back to their community.

Two PGS teachers, Ellen Wetmore and Kim Plexico, received National Board Certification this year. Also, Garrison Hall, a fifth grade teacher was again invited to attend the NASA Space Center in California for an intensive week of training in space science. One of our fifth grade students competed with all fifth grade students in Spartanburg District Six in the Lt. Governor's Writing Award contest and was selected as the District's winner.

At Pauline-Glenn Springs, we pride ourselves on having a family friendly school, where people are not only welcomed, but made to feel a part of a school family. PGS received the South Carolina "Red Carpet Customer Service Award" this year. This honor is awarded to schools that exemplify outstanding customer service and family friendly environments.

The S.C. Education Oversight Committee recognized Pauline-Glenn Springs Elementary as one of the South Carolina schools that are "closing the achievement gap." PGS was one of thirty elementary and middle schools statewide that were identified at the 90th percentile level. PGS has also received the Palmetto Gold Award for two consecutive years for outstanding student performance.

We appreciate the support and many contributions of our parents, grandparents, PTO, and School Improvement Council. Their efforts have been instrumental in providing enriched opportunities for children.

Our commitment to education has deep roots in our community. The faculty and staff, along with parents and members of the Pauline-Glenn Springs community, are committed to providing the best educational opportunities for students. When people work together toward common goals, all things are possible.

James F. Sloan, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.